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ABSTRACT

Despite 1983 Elementary and Secondary Education ACT (ESEA) Title I federal funding of over $255 million for more than 3,000 projects for some 600,000 migrant children and youth, there is still need for alternate funding sources to overcome spiraling inflation and increasing program costs and numbers of eligible children. Other federal, state, local, and private sector agencies that have traditionally served the poor, disadvantaged, and other special-need populations could also serve migrant students. Potential sources include the amended Chapter I and Chapter II of TItle I ESEA; Title VII ESEA bilingual funds; 27 federal agencies listed in the Federal Catalog of Domestic Programs as having funding priorities for migrants; states' Title I set-aside monies; state agencies for employment, training, health and human services, and agriculture; and local service agencies funded by economic development block grant monies or United Way dollars. Tapping private sector resources requires appropriate long range, coordinated planning and sustained effort including the following six steps; identifying alternative funding sources using tools like the Foundation Directory; researching sources to identify common interests; determining how to approach the source; cultivating new sources; acknowledging sources for past services on similar populations; and thanking sources for donated time and effort. (NEC)

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ALTERNATIVE FUNDING SOURCES FOR MIGRANT EDUCATION

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MIGRANT EDUCATION

DIGEST 1984

ALTERNATIVE FUNDING SOURCES FOR MIGRANT EDUCATION

What is the history of federal funding for migrant students?

Federal dollars for migrant education were first allocated in 1967 by Congressional amendment of Title I of the Elementary and Secondary Education Act (ESEA). The initial authorization was for $9,737,000. With this money, 121 elementary projects were implemented for some 43,000 children. By 1983, the allocation had grown to $255,744,000 and supported more than 3,000 projects for some 600,000 pre-school, elementary, secondary, and post-secondary migrant children and young adults. These figures reflect a cost-per-pupil increase of more than two times the initial allocation (Education Briefing Paper, 1981).

Is there really a need for alternative funding?

Yes. Despite the federal effort to provide increasing funds through a wide range of both single-funding agencies and multi-funded program operations, migrant educators continue to fall behind in their efforts to maintain the necessary dollar amounts to keep pace with the needs of the children of migrant farmworkers (Title I, ESEA, 1981). Spiraling inflation, increased program costs, and increased numbers of eligible children have surpassed the federal government's ability to provide additional resources. To keep pace with real dollar costs of migrant programs, alternative funding sources must be identified and tapped.

Where can migrant educators look for additional funding?

If migrant education is to maintain its national momentum and effectively meet the educational needs of migrant children, new fiscal sources, apart from a shrinking share of the federal dollar must be found. This will require that migrant administrative entities and other migrant support groups become acquainted with the vast range of funding opportunities available. Other federal, state, local, and private sector agencies that have traditionally served the poor, the disadvantaged, and other special-need target population, could serve the migrant student as well. Such publications as *Corporate Foundation Profiles* (1983), *The Foundation Directory* (1983), and the *Catalog of Federal Domestic Assistance* (1983) are good places to start.

Are alternative funds really available from existing sources?

Leading the list of new funding sources might well be found in provisions of Title I, Chapter I of the Elementary and Secondary Education Act of 1965, as amended by Public Law 95-561. This amended act provides $3,200,394,000 of which some ten percent is reserved for migrant education. The remainder is appropriated for other special programs for disadvantaged student populations. There is little evidence that these "other" funds are being leveraged to any great extent by migrant educators to supplement their own program costs even though migrant children are eligible for all services under these funds. Besides Chapter I funds, migrants are eligible for Chapter II funds and for Title VII bilingual funds of the act. This approach to federal funding suggests many opportunities for alternative funding that are not being thoroughly used.

Other federal discretionary funds are also available to provide educational services to migrants. Agencies such as Labor, Health and Human Services, Commerce, Agriculture, Interior, the Environmental Protection Agency, and the Office of the Attorney General may be approached. Currently, few requests are being made for these funds by migrant education administrators. A recent review of the Federal Catalog of Domestic Programs noted some 27 federal agencies that had established funding priorities for migrants.

Another potential funding resource is the states' Title I set-aside monies. Each year individual states hold in reserve a certain percentage of all federal Title I dollars received. They do so to cover either existing or projected funding shortages that might result if federal appropriations are cut off. The formulas used to determine the amount of carry-over or held-back dollars were calculated many years ago when the first flow of federal aid to education began. Although the formulas vary from state to state, they add up to significant amounts of unused dollars. If these old formulas were recalculated to reflect the current philosophy of federal aid to education, they could release significant amounts of program dollars. Migrant programs could be among the beneficiaries of such a change.

State agencies continue to target funds for direct and supplemental migrant education services. State agencies for employment and training, health and human services, and agriculture are among those with potential resources to support these kinds of activities. The possibility of securing funds from local service agency contractors such as community-based organizations (CBO's) funded by economic development block grant monies, or by United Way dollars or by Service Delivery Administrative Agencies funded under the new Job Training Partnership Act should also be explored. These are just a few of the local funding sources available to the migrant program operator and should not be overlooked.

Are there viable funding sources within the private sector?

The final and most underused source for migrant funds is the private sector. Despite more than 100 years of foundation, corporate, and individual giving to promote a wide range of education, welfare, health, income assistance, and cultural and arts activities, only a handful of migrant educators have turned to this source for funding assistance. Yet in 1983, foundations contributed more than $1.8 billion to educational activities, corporations more than $1 billion, and individual benefactors more than $20 billion *(Foundation News*, 1984).

Although much of the private sector contributions for education went to activities that served disadvantaged populations, there is only scattered evidence that these activities included migrant children. In a very recent review of major foundations located in Texas whose resources exceed $3 billion and who have prioritized educational activities for disadvantaged populations, only two small grants out of literally hundreds could be identified as migrant related. A review of the educational contributions made to disadvantaged populations by 75 of the leading corporate sponsors revealed no evidence of any significant monies going to migrant education *(The Foundation Directory*, 1983).

How can alternative sources be located?

The resources are available, but appropriate steps must be taken to reach them. Raising additional funds is a long-range process that requires coordinated action and sustained effort. The following steps are important in achieving success:

- Identify alternative funding sources.
  There are a number of directories, indices, reports, etc. which catalog the activities of private foundations and corporations. Most useful is the array of publications prepared by the Foundation Center and distributed by the Columbia University Press. The basic references are the *Foundation Directory* and the *Corporate Foundations Profile*. They list all U.S. foundations and corporate foundations which have assets of more than $1,000,000 or which distribute at least $100,000 in grants. There are four indexes to each of these publications: (1) geographic location; (2) donors, trustees and administrators; (3) an alphabetical list of foundation names; and (4) fields of interest.

- Research each source to find those with interests similar to yours.

- Determine how the source prefers to be approached. Some may accept no more than a prospectus.

- Cultivate new sources.
  Develop written proposals, make personal calls, and use mutual friends. Establish and maintain contact by direct mail, by telephone, or in person.

- Acknowledge each source for its past services on similar populations.

- Thank the source for any time and effort given to your behalf.
  This increases the likelihood of receiving financial support.

How can alternative sources be tapped?

Be sure that the survival of your agency is not solely dependent upon the alternative source you have chosen. New funding support must be merited; it must be sought, earned and then won.

Once you decide what is needed—whether funds for staff, for program operations, for building maintenance, or for some other area that is most critical, then prepare a proposal limited to that area. A good proposal should not exceed two or three single-spaced typewritten pages and should include a detailed budget. The message should be conveyed simply and directly so that the reader can easily understand your program's mission and need.

What Is the Bottom Line?

Federal aid is not sufficient to meet the funding needs of migrant education programs that must serve a growing, deserving student population. The challenge, now, is to prevent any drastic cuts in traditional migrant funding while simultaneously finding additional funds in other federal, state, local and private agencies. Endeavors in both areas will be needed to ensure that migrant education continues to maintain a national focus.

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